

# The Mad Hatter

A Douglas College Newsletter

Tuesday, July 29, 1986

## FOUNDATION PROFILES

# Muni Evers working for DC

Muni Evers, long-time New Westminster Mayor, keeps on working for the people of his community. As a member of the Douglas College Foundation, he is continuing his dedication to the people of this community.

Evers, New Westminster's Mayor from 1968 to 1982, has devoted his political career to the well-being of his community. He began his civic service in 1959 as Chairman and Commissioner of the New Westminster Police Commission. In 1963 he was elected alderman and served in this position until he became mayor.

As Mayor, Evers was dedicated to working for the people of New Westminster. In 1982 he was chosen citizen of the year for the city. And in 1984 he received the Order of Canada in appreciation for his contributions to his community.

Evers has always spoken out for New Westminster. As a member of the Douglas College Foundation he is still speaking for the interest of the city's people.

The Douglas College Foundation brings together members of the community, students, faculty and staff to promote Douglas College as a cultural, social and educational centre.

And Evers is working with the Douglas College Foundation for a better present and brighter future for the people of New Westminster who enjoy the services and programs Douglas College offers.

The Douglas College Foundation invites participation from the community. There are many ways in which individuals, community groups and businesses of any size can join Muni Evers in his commitment to Douglas College. Donations to the Foundation are distributed to areas where resources are most needed. And they can also be designated to a specific area or program.

Douglas College has a reputation for excellence in educational, cultural and social programming. And the Douglas College Foundation is a key to continuing that success.

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# MAD HATTER 2

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## ACTING PRESIDENT OF KWANTLEN

Kwantlen College Board announced that Dr. Jack Newberry has been appointed as the Acting President of Kwantlen College. Dr. Newberry is the Executive Director of Management Services Division, Ministry of Post-Secondary Education.

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## BOOKING LISTS

Please help us by sending in your film booking/equipment lists as soon as possible for the Fall 1986 semester.

If you need any instructor's request forms call Elizabeth at local 2104.

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## ANNUAL VACATION

I will be on vacation from July 28 to August 22, inclusive. During my absence, the Acting Dean will be:

July 28 - Aug. 1 - Trish Angus  
Aug. 4 - Aug. 15 - Virginia Chisholm  
Aug. 18 - Aug. 22 - Al Atkinson

Gerry DellaMattia

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## VACATION - TERRY CLEMENT

I will be on vacation from July 28 through August 22nd. During my absence Don McEachern will be Acting Dean, Applied Programs Division.

Terry Clement

## ACTING COLLEGE PRESIDENT

I will be on vacation from Wednesday, July 30th through September 1st. During this period, Gordon Gilgan will be Acting College President.

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## TO ALL COLLEGE PERSONNEL

I must inform you that on July 22, 1986, Dean Terry Clement, for personal reasons, resigned from Douglas College.

Dean Clement's reasons for resigning were entirely personal but were compelling, leaving no room for alternatives.

The leadership he provided in the Applied Programs and other areas of the college will be sorely missed. He has agreed to stay on until the end of October in a part-time capacity in order to assist us in ensuring a smooth transition.

I hope that you will join with me in wishing Terry luck and success in his life and career away from Douglas College.

Bill Day,  
President

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## ROOM & BOARD/ROOMS

Comfortable lodgings, good cooking, close to Skytrain and bus in New Westminster.

Reasonable Rates. Available September or earlier.

Phone Ray or Colleen at 521-2176.



## **SCHOLARSHIP RECIPIENTS**



Recognition for achievement was the word of the day recently when three Douglas College graduates received scholarship awards for outstanding academic work and a high level of interest in college and community activities.

Seen here (left to right) are students Tim Blackstock of Comox and Susan Moore of Coquitlam, winners of the George Wootton Scholarship, instructor Irene Griswald and the recipient of the CGA Continuing Education Scholarship, another Coquitlam resident, Linda Mae Carr.

The awards were made June 19, 1986 at the New Westminster campus of Douglas College.



Date: July 18, 1986

To: Registration Personnel & Supervisors  
Julie Beaucaire

From: \_\_\_\_\_

Re: Fall 1986 Registration

Attached is the staffing assignment for the Fall 1986 Registration. Instructions for each station will follow shortly.

If it is not possible for the employee to work at the time assigned, please contact TRISH ANGUS at local 4612.

Registration will take place on Tuesday, August 26 - Wednesday, August 27 and Thursday, August 28. Because of the "Space Station", registration will take place on the 1st Floor, South Building.

A "Registration Orientation" will be held on Tuesday, August 19th at 1430 hours in room 1812. Details of the new set-up and any procedural changes will be provided during the orientation.

ATTENTION: DATA ENTRY STAFF

A "date entry refresher" will be available on August 18, 20, 21 and 25. Please contact Kathy Gill at local 4616 to book a timeslot. Anyone who is new to the date entry station should also contact Kathy to arrange for a training session.

Thank you

cc. Trish Angus  
Kathy Gill



FALL 1986 REGISTRATION STAFFIN REQUIREMENTS CONTINUED

<u>STATION 6</u>	<u>0745 - 1545</u>	<u>LUNCH</u>
DATA ENTRY	Cheryl Bloudell	1100 - 1200
	Judy Murray	1100 - 1200
	Jean McDonald	1130 - 1230
	Nancy denDaas	1130 - 1230
	Barb Sekhon	1200 - 1300
	Phyllis Mitchell	1200 - 1300
	Doreen Kreschuk	1230 - 1330
	Library	1230 - 1330

<u>0900 - 1700</u>	<u>LUNCH</u>
Brenda Jack	1300 - 1400
Judy Thomas	1300 - 1400

<u>1200 - 2000</u>	<u>LUNCH</u>
Library	1430 - 1530
Barb Smith	1430 - 1530

<u>1300 - 2100</u>	<u>LUNCH</u>
Library	1530 - 1630
Barb Edwards	1530 - 1630
Marilyn Kristian	1530 - 1630
Debbie Perrin	1600 - 1700
Jean Hammer	1600 - 1700
Chris Walmsley	1600 - 1700
Doug Talling	1630 - 1730

STATION 7

FEE PAYMENT	Val Lynch	Kris Remmen
	Carol Leyland	Yvonne Mostert
	Sharon Conboy	Jan Gara
	Roy Daykin	Library
	Lorraine Aldridge	Library
	Ivy Tsang	
	Ann Fenton	
Cashier position		

## FALL 1986 REGISTRATON STAFFING REQUIREMENTS

The following schedule applies to the 3 day registration process,  
Tuesday - August 26, Wednesday - August 27 and Thursday - August 28.

Please note: The shift and lunch hours are listed. Each employee  
is entitled to a coffee break before and after their lunch hour. Please  
coordinate these breaks with the other people at your station.

<u>DOOR</u>	<u>0745 - 1200</u>	<u>1200 - 1600</u>	<u>1600 - 2000</u>
	Ross Cameron	Rob Corbett	Bill Bell

<u>STATION 1</u>	<u>0745 - 1545</u>	<u>LUNCH</u>
CHECK IN	Gena Ballantyne	1200 - 1300
SPECIAL		
ASSISTANCE &	Terry Clement	1230 - 1330
MAPLE RIDGE	Gordon Gilgan	1300 - 1400
COURSE APPROVAL		

<u>1200 - 2000</u>	<u>LUNCH</u>
Gerry DellaMattia	1530 - 1630
Phyllis Johnson	1600 - 1700
Jim Doerr	1600 - 1700

STATION 2 WORKROOM AND COURSE FULL BOARD

### STATION 3

COURSE SELECTION STAFFED BY STUDENT SERVICES  
ADVISE

### STATION 4

COURSE APPROVAL STAFFED BY DOUGLAS COLLEGE FACULTY

<u>STATION 5</u>	<u>0800 - 1600</u>	<u>LUNCH</u>
PROGRESS CHECK	Eileen Bowcott	1230 - 1330
AND QUESTION-	CP & S Clerk	1230 - 1330
NAIRE DROP-	Fran Berg	1300 - 1400
OFF		

<u>1230 -2030</u>	<u>LUNCH</u>
Leita Van Taves	1500 - 1600
Jean Joyce	1500 - 1600
Library	1500 - 1600



1986 SUMMER SEMESTER  
GROUP ADVISING SESSIONS SCHEDULE

July 28 - August 1, 1986

All sessions start promptly at times advertised and are approximately 1 1/2 - 2 hours in length. Sessions are free, pre-registration is not required. All sessions are held at the New Westminster Campus unless stated otherwise.

**1st Year Science - U.T.**  
Including Major requirements  
and pre-entry requirements

**Monday, July 28**  
1400 hours  
Room 2803  
Lorraine

**Commerce & Business**  
University Transfer

**Tuesday, July 29**  
0830 hours  
Room 1805  
Lorraine

**Business Management**  
Career Programs  
Certificate and Diploma

**Wednesday, July 30**  
0830 hours  
Room 1811  
Georgina

**Nursing:**  
LTCA, RPN, RN (Basic)

**Wednesday, July 30**  
1000 hours  
Room 1814  
Linda

**Criminology**  
Certificate and Diploma  
and University Transfer

**Wednesday, July 30**  
1400 hours  
Room 3820  
Lorraine

**Education - U.T.**  
UBC (Elem. & Sec.) B.Ed.

**Thursday, July 31**  
0830 hours  
Room 1805  
Georgina

**Physical Education - U.T.**  
UBC (including P.E.  
Teacher preparation)

**Thursday, July 31**  
1000 hours  
Room 2802  
Linda

**Adult Basic Education, College Preparation**  
**Technology Fundamentals,**  
**English As A Second Language,**  
**General Studies, Gr. 12**  
**equivalency/completion**

**Thursday, July 31**  
1400 hours  
Room 2803  
Linda

**1st Year Arts - U.T.**  
Including Major requirements  
and Bachelor of Social Work

**Friday, August 1**  
1400 hours  
Room 2803  
Georgina

**1986 SUMMER SEMESTER**  
**GROUP ADVISING SESSIONS SCHEDULE**  
**August 4th - 8th, 1986**

All sessions start promptly at times advertised and are approximately 1 1/2 - 2 hours in length. Sessions are free, pre-registration is not required. All sessions are held at the New Westminster Campus unless stated otherwise.

Child Care Counsellor Programs &  
Human Service Worker -  
Mental Retardation Programs  
Full & Part-time

**Tuesday, August 5**  
0830 hours  
Room 1805  
Lorraine

Office Administration  
Certificate Programs &  
Office Systems and Records Management  
Diploma Program

**Wednesday, August 6**  
0830 hours  
Room 1811  
Georgina

1st Year Arts - U.T.  
Including Major requirements  
and Bachelor of Social Work

**Wednesday, August 6**  
1000 hours  
Room 1814  
Linda

Business Management  
Career Programs  
Certificate and Diploma

**Wednesday, August 6**  
1400 hours  
Room 3820  
Lorraine

1st Year Science - U.T.  
Including Major requirements  
and pre-entry requirements

**Wednesday, August 6**  
1700 hours  
Room 2802  
Georgina

Commerce & Business  
University Transfer

**Thursday, August 7**  
1000 hours  
Room 2802  
Linda

Music Programs -  
University Transfer Programs and  
Basic Musicianship Program

**Thursday, August 7**  
1400 hours  
Room 2803  
Linda



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# ***DISTANCE EDUCATION***

## ***1986-87***

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If you would like to continue your university education but cannot attend regular classes, you may study at home by enrolling in a distance education (correspondence) course.

The University of British Columbia offers distance education courses in a number of disciplines:

**Arts:** Anthropology Economics English History Philosophy  
Political Science Psychology Sociology

**Agricultural Sciences**

**Education**

**Forestry**

**Nursing (Post RN)**

Registrations in MOST courses are accepted at two-month intervals.

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For a calendar containing complete information on admission and registration procedures and the courses available, please contact:

UBC Access  
Guided Independent Study  
The University of British Columbia  
2206 East Mall  
Vancouver, B.C. V6T 1Z8

Phone 224-3214 (collect in B.C.)

UBC is a member of the Open University Consortium of B.C.

PLEASE POST



# SIMON FRASER GALLERY

## MEDIA RELEASE

July 15th 1986

### NORTHWEST PRINTMAKERS

Simon Fraser Gallery will exhibit a diverse and colourful selection of prints by the Northwest Printmakers August 5 to August 29 1986.

This group of committed printmakers is part of a growing and disciplined field in art; one which combines respect for material, technique and artistic intention. The limited edition prints portray a mixture of themes and styles and are the result of differing processes - etching stone with acid, cutting woodblock, working with silkscreen and other printable surfaces. From the intensity of "Jungle" to the precision and mystery of "Charlie's Nightcrawlers", the prints show a willingness to state, explore and play, while maintaining a clear grounding in craft.

With successful exhibitions in Sapporo, Beijing, Portland and San Francisco the Northwest Printmakers premiere exhibit in Vancouver, is sponsored by the Metropolitan Arts Commission of Portland, the Oregon Arts Commission and the National Endowment for the Arts.

The public is invited to view this exhibition at Simon Fraser Gallery Simon Fraser University.

Gallery Hours: Mondays 1p.m. - 7p.m.  
Tuesday - Friday 10a.m. - 4p.m.

Contact Person: Janice Gill  
(604) 291-4266



**ASSOCIATION OF CANADIAN COMMUNITY COLLEGES**

**EXECUTIVE DIRECTOR**

The Association invites applications for the position of Executive Director.

The Association has a membership of over 120 colleges in all parts of Canada. It coordinates the national and international activities of the member institutions by providing services, contracting for international education, publishing College Canada and other documents, representing the colleges to the federal government and national organizations, and coordinating conferences for its members.

The responsibilities of the position are those of a chief executive officer of a national volunteer organization, and include the further development of services to its members and the management of the national office located in Toronto.

The Association is looking for a person who:

- (1) Has a thorough understanding of the Canadian college environment.
- (2) Has a proven managerial record.
- (3) Is fully bilingual.

Compensation will be commensurate with responsibilities and experience.

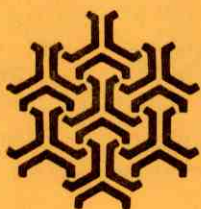
The Association is an equal opportunity employer.

Applications are invited by August 15, 1986, and will be treated in confidence. Applications should include references. Address applications to:

A.C.C.C. Search Committee  
Attention: Yves Sanssouci  
College Edouard-Montpetit  
945, chemin de Chambly  
Longueuil, Quebec  
J4H 3M6







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## "PRACTICAL THEORY" TEACHING AND GRADING METHODS IN BUSINESS LAW CLASSES

A dozen years ago when I accepted a field position with Commerce Clearing House, I was issued an employee manual that used the entire opening page to display these few words, "We pay for results, not effort." No other words, before or since, have captured the basic differences between academia and the private sector for me. In many ways those words changed my outlook, attitude, and performance on that and subsequent jobs. I was challenged to bring more of my perception of those differences into my teaching. I describe my approach with a stereotypical statement: four-year colleges teach theory; vocational/technical schools teach practical skills; and since two-year colleges serve both transfer and technical students, we should teach the most "practical theory" possible.

Psychologists refer to the problem of inert knowledge when describing the memorization of large units of information that students later are unable to apply in practical settings. David Perkins of Harvard says, "The remedy for inert knowledge is to teach knowledge in the context of active problem-solving, where the knowledge is put into use as it is being acquired." Morano found: "In management courses (such as marketing, law, and economics), teachers can enhance their effectiveness by using case studies, class discussion, role playing, and films."

I have attempted to combine my perception of the world of work, psychological learning principles, and effective methods in my teaching. A typical business law class for me opens with a fictitious scenario involving my students playing the role of local business managers/owners in the middle of a contract, bailment, or agency dilemma. The class then discusses the problem and makes recommendations for action. I conclude by discussing assigned cases as a method of reinforcing the principles involved.

As a continuation of this teaching style, I developed dollar grading as a means of communicating more than points on a test: an expectation for results and a payoff for ability and/or hard work. Specifically, my straight point method uses dollar amounts as the basis for grade decisions. I give four tests during the term, each worth \$40. The comprehensive final exam is worth \$100. In addition, each student completes assigned legal research and participates in class activities for another \$40. My tests consist of multiple choice questions and are scored by a scanner. I count each question as one dollar. If a student, for example, gets 33 of 40 answers correct on a test, then the scanner marks the incorrect answers and prints the number 33 on the answer sheet. I then add a dollar sign (\$) to the number of correct answers (33) and record that number in my grade book. I tell the students, on a written syllabus passed out during the first class meeting, that they need \$270 to earn an A (90%), \$240 to earn a B (80%), \$210 to earn a C, and \$180 for a D. I also provide students an opportunity to work overtime (earn extra dollars) by presenting an oral book review in my office. Thus, students may earn as much as \$15 extra for a good book review. On the other hand, I dock their pay \$15 for each class absence beginning with the fourth cut.

This system has been successful in communicating grades and attitudes to my students. To my surprise, a side effect has been that students do not plead for more points. While a student might ask a professor to "give me four more points," no student has yet asked me for four dollars more as a gift.

### Conclusions

The dollar grading system is a simple addition to the straight points method of grading. It integrates more reality into business law classes and has worked well in my effort to provide a more meaningful classroom environment for my students.

Richard Crowe  
Hazard Community College

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For more information, contact the author at Hazard Community College, Hazard, KY 41701.





## A COMPETITION FOR HIGH SCHOOL STUDENTS

A new community college had just been built in a rural community. Twenty-eight four-year colleges and universities were within a 50-mile radius of this community college. An older, established community college was within a 20-minute drive for the majority of the population. A new city was being built around the new college but would take many years to complete. The current high school students did not seem to be interested in the new school. The families in the county had a yearly income which was ranked ninth or tenth in the nation. And there was a rumor going around that the new college (an open-door institution) would accept anyone and was just a continuation of high school. We had a problem!

The solution to the problem took many years and consisted of many different strategies. One strategy was to start a competition for the advanced high school students. We realized that these students would likely never attend the college; but by holding the competition at the college, we would introduce them to our facilities, our instructors and our courses. Some might even take courses at the college while still in high school and then transfer the credits elsewhere later on.

There was a modest beginning to the competition, which took place in May just prior to graduation. While it had its problems, it was an obvious success: the high schools were looking forward to the next year's competition, and we experienced a growth (well above the college average) in our particular courses. (Of course, we must admit that some other variables were being introduced during that time.)

Then, the high schools asked that we hold one competition each semester, rather than only one a year. The result was two competitions each year—then four, then six, and then eight (there are eight high schools in the county, and competitions are now held at each).

Writing good questions for individuals, teams and even relays quickly became very time consuming for the two full-time faculty at the college, so the high school teachers became participants and submitted questions and ideas before the start of the academic year. The County Board of Education paid each team sponsor to write questions and to coach the team once a week after school. The college prepared the competition, administered the event and handled publicity. The high schools made arrangements for the facilities, refreshments and awards.

Creating good and unique competitions became harder for both the high school teachers and the college faculty involved, so a service—with sources across the county—was engaged. This service submitted questions and ideas at the requested level of difficulty. The high school and college actually made up the competition, and the college administered it. (Now the high schools have an overall administrator, and one assigned duty is the coordination of all phases of the competition.)

Presently, the high schools recommend that many of their students complete the first two years of their "college" program in our community college. We still don't attract the top students, but our courses continually grow. We attribute much of the success to this competition!

Finally, I should tell you that this is a mathematics competition. If you had begun with that knowledge, you likely would not have read this far. Given the anxiety that math usually creates, one might seriously question using it to get students interested in your college. But in the final analysis, the math competition has done exactly what we hoped it would do. It has created great enthusiasm: most teams wear matching t-shirts, and some have even written and performed their own cheers. Students and parents now know that the math program at Howard Community College is a good one: we have doubled our full-time faculty in mathematics and look to further increases in the near future. There is another positive off-shoot of this competition: top students in math are challenged to work hard as members of an academic team throughout their four-year high school career.

Andrew A. Bulleri  
Howard Community College

For further information, contact the author at Howard Community College, Little Patuxent Parkway, Columbia, MD 21044.

Suanne D. Roueche, Editor  
June 13, 1986, Vol. VIII, No. 16

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